

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the procedures used in conducting the research. It covers five sections namely: research design, research subject, research instrument, data collection and data analysis.

#### **3.1 Research Design**

Research design is plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). According to Creswell (2009), there are three kinds of research design, they are qualitative design, quantitative design and mixed method research. Qualitative design is used for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Quantitative is used for testing objective theories by examining the relationship between variables. Mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms.

In this study, the researcher uses qualitative research design because it is designed to exploring and understanding some social or human problems. This study focused on explaining the real condition of the subject in a real situation. Then, the qualitative research design is suitable to the purpose of this study to get the description about the strategy in teaching reading used by English teacher of eleventh grade in State Vocational High School 1 Plosoklaten Kediri and students' responses toward the strategies used by the English teacher of eleventh grade in State Vocational High School 1 Plosoklaten Kediri in teaching reading.

### **3.2 Research Subject**

Subject in qualitative research should be a representative (Ary et. al., 2010). Qualitative researcher cannot use simple random sampling because qualitative researcher seeks a depth and comprehension data. This kind of data cannot be achieved by using a high number of data. In determining subject, there are several techniques available. However, in this study, the researcher employs criterion sampling.

Criterion sampling is the type of sampling technique that the researcher set several criteria and include all cases that meet the criteria (Ary, et. al., 2010). The researcher would like to set criteria because the teaching reading in vocational high school should be given a good example. The researcher sets several criteria and finds the teacher that meets all criteria. The first criterion is the teacher should be a graduate of English Department. The second criterion is the teacher should already attain his/her professional certificate. The third criterion is the teacher should have recognition from fellow teachers. The final criterion is the teacher should have time and enthusiasm to be the subject of the study.

The researcher identified an individual that meets all criteria mentioned above. She is Mrs. U.N as an English teacher in eleventh grade and a class of the second grade in State Vocational High School 1 Plosoklaten Kediri.

### **3.3 Data Collection**

Data collection is important to define the result of the research. The main purpose of data collection is to get the correct material or information used by this

research. The data of this study are what and how the strategy of teaching reading used by the teacher and the students' responses to it. Data collection comprises the instrument and procedures employed in the research.

### **3.3.1 Technique and Instrument**

In general, the techniques used in collecting data in qualitative research are human instrument, observation, document analysis, survey, or experiment. According to Fraenkel and Wallen (2008), there are two main techniques to collect data in qualitative research; they are observation and interview. In this study, the researcher uses observation and interview as the technique to collect the data.

The instruments used to collect the data are human instrument, observation, interview and questionnaire.

#### **A. Human Instrument**

This is one of the distinguishing characteristics of qualitative research. The researcher can be one of the instruments (Ary, et. al., 2010). Qualitative research studies human experience and situations, the researcher needs an instrument that is flexible to capture the complexity of human experience, an instrument that capable of adapting and adjusting to various situations. Thus, human instrument is seen to be the best instrument available in qualitative research.

#### **B. Observation**

According to Latif (2016), observation is used as a technical term in research with a specific meaning that using our visual sense to record and make

sense some of the information. Fraenkel and Wallen (2008) divided the types of observations into two kinds, participant observer and non-participant observer. Participant observer means the researcher actually participate or interact with subjects enough to establish rapport in the situation or setting they observe. On the other hand, non-participant observer means the researcher does not participate or taking any active part in the activity being observed, but rather sit in between and watch.

This study uses non-participant observation because the researcher does not participate in the activities in the class. As a non-participant, the researcher will take a seat in the back row of the class and write using an observation notes. The observation notes consists of two main parts. The first part is teacher activity. The second part is the students' activity. The researcher checks and writes the situation happened in the classroom. The complete observation notes can be seen in the appendix.

The observation was done three times. In the first meeting, the researcher came to the class and sat in the last row. The observation was done at 12 January 2018 until 2 February 2018. When the researcher sat, she took notes and described the situation during teaching and learning process.

### **C. Interview**

According to Ary (2010), there are two kinds of interview: structured interview and unstructured interview. In a structured interview, the interviewer knows in advance the question to ask and in many cases simply administering a

verbal communication. The questions are arranged structurally and the researcher provides the alternative answer. Unstructured interview is similar to the conversation except that the interviewer and interviewee know that an interview is being conducted and that interviewee is privy to information of interest to the interviewer. Also, the interviewer has more freedom to pursue feeling and can improve with the question.

In this study, the researcher uses unstructured interview. The interview section will be more private and the researcher will ask a further question during the interview and possible to get the data more detail. The researcher does not prepare any kind of questions list. However, the complete transcript of the interview section can be seen in the appendix.

The interview was conducted after the researcher did two sessions of observation. Since the researcher decided to conduct unstructured interview, the researcher did not prepare the questions. The questions just came from the situation of teaching and learning process. Furthermore, the researcher developed the questions based on the teachers' response. The interview was done individually. The researcher and the teacher sat in the teachers' room. The researcher set the recording. The interview was done at 26 January 2018.

#### **D. Questionnaire**

Questionnaire is the list the written questions that are given to the respondents. According to Gay and Airasian (2003), there are two kinds of questionnaire. Closed-form or unstructured is questions that are contained with the alternative answer. Open-form or structured is questionnaire which is using

the respondents own words to answer the questions. It gives advantages that the respondents are free to repeat their opinion.

In this study, the researcher will use closed-form questionnaire to make the respondents easier to answer the questions. This questionnaire was given to the students to collect the data about their response toward the teaching strategies used by the English teacher. The researcher using Indonesian language to makes the students understand the questions easier.

The researcher develops all the questionnaire items. There are seven items in the questionnaire. The item has a five-point Likert scale. However, the respond of the items does not give the number. Instead, the researcher gives "strongly disagree", "disagree", "neither", "agree", and "strongly agree" respond. The students just check one of the response that correspondence to their feeling. The complete questionnaire items can be seen in the appendix.

The questionnaire was conducted after the observation session. The researcher came to the class and distributed the questionnaire to the students. The researcher explained the questionnaire to the students and asked the students to respond the questionnaire based on their feeling. Then, the researcher collects the questionnaire from the students after made sure that every item was answered. The questionnaire was distributed on 2 February 2018.

### **3.3.2 Procedure**

This section summarizes the steps taken in collecting the data. Data collection is important to define the result of the research. The main purpose of

data collection is to get the correct material or information used by this research. The data of this study are what and how the strategy of teaching reading used by the teacher and the students' responses to it.

It describes how information is collected in sequence. The researcher collects the data from the observation, interview and questionnaire. The steps of collecting data of this study are as follows:

1. Observe the teaching and learning process. The researcher uses human instrument. The researcher observes and makes observation checklist to gather real data first hand. The researcher takes notes from the situation of teaching and learning process in the observation checklist and describes the situation done by the teacher and the learner. The observation is done
2. Interview the English teacher. The interview is unstructured interview. This means that the researcher does not prepare questions at all. The interview is done after the observation session is completed.
3. Give the questionnaire to the students. It is to know the students' responses to the teaching strategies that used by the teacher.

### **3.4 Data Analysis**

The data analysis is the important part of this study to determine the result of the investigation. This is the most complex and mysterious phase of qualitative research. Qualitative analysis attempts to comprehend phenomenon, synthesize information, explain the relationship, theorize them, and reconnect them with the

existing knowledge. The steps in analyzing the data are based on Ary, et. al. (2010). There are several steps in analyzing the data. They are:

1. Familiarizing and organizing

The researcher conducted familiarizing and organizing so that the data can be easily retrieved. The researcher transcribed the data from observation. The researcher also transcribed the data obtained from interview. In transcribing, the researcher did not change the phrase or utterances. The researcher also transcribed the data from questionnaire. For example, the researcher transcribes from respond "strongly disagree" into scale "1". The researcher also transcribed the data from the document. After familiarizing, the researcher organized the data. The data can be organized by name, instrument, or place.

2. Coding and Reducing

This is the core activity in data analysis. In coding the data, the researcher gives sort the data. The researcher coded the data so that the data is seen its similarities and differences. After the data is seen its similarities and differences, then the data is ready to be reduced. The data is reduced to eliminate unimportant data.

3. Interpreting and Representing

This stage is to bring out the meaning, tell the story, provide an explanation, and develop plausible explanations. Representation means that the researcher illustrated the data. The data is represented in the form of narrative and description. Furthermore, the researcher reconnects the finding with the existing theory from Philipot.



